Secondary Transition Mentoring Project & College and Career Readiness Team Training

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STMP/CCRTT Annual Evaluation Report 2013-2014

KU THE UNIVERSITY OF KANSAS
Center for Research on Learning

Research Collaboration

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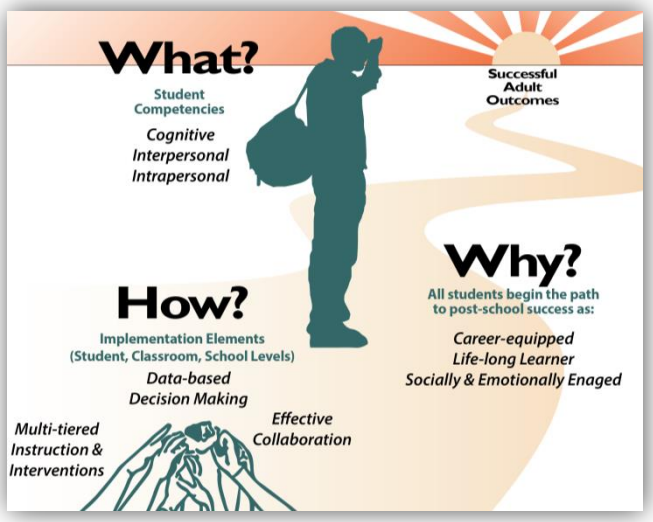
Overview

The College and Career Readiness Framework

The College and Career Readiness Framework (Gaumer Erickson, Noonan, & Soukup, 2013) works to support teams of high school professionals in preparing their students to become college and career ready. The project challenges high schools to create improved systems, which help students learn real-world skills to promote future success in employment and post-secondary education and training.

This unique framework focuses on the instruction of evidence-based competencies that foster positive post-school outcomes for all students through tiered supports. Recently, the National Academy of Sciences defined the skills necessary for success in the 21st century as falling into three areas or domains: cognitive, intrapersonal, and interpersonal. The cognitive domain includes content knowledge, problem-solving skills, and creative thinking. The intrapersonal domain includes self-awareness, self-regulation, and goal-setting. Finally, the interpersonal domain includes skills like teamwork, leadership, and building a social network. Together, the cognitive, intrapersonal, and interpersonal domain competencies constitute the skills that students need to develop in high school in order to be college and career ready upon graduation (and many of these skills are aligned with best practices in transition).

Within the framework, school teams (consisting of general, special, and career technical educators; guidance counselors; and administrators) work together on deciding how to best assess, teach, and provide supports to enhance students' cognitive, intrapersonal, and interpersonal skills. School teams are taught implementation elements including multi-tiered instruction and intervention, effective collaboration between stakeholders, and data-based decision making in order to develop student competencies. The student competencies and implementation elements make up the College and Career Readiness Framework, which is used to guide educators toward best practices in ensuring college and career readiness for all young adults, not just transition services for students with disabilities.



Teaching and developing students' cognitive, intrapersonal, and interpersonal competency is most effective when implemented within the framework of a multi-tiered system of supports (MTSS). MTSS entails systematically

About this Report

The purpose of this report is to summarize and evaluate the activities of the Arizona Secondary Transition Mentoring Project/College and Career Readiness Team Training during the 2013- 2014 school year. It was developed by Research Collaboration project staff at the University of Kansas Center for Research on Learning. For questions regarding this report, please contact Jane Soukup at jsoukup@ku.edu

assessing each individual student's needs and building his or her competencies through tiered supports and interventions. For example, school teams consider student competencies such as goal setting, self-awareness and content knowledge (i.e., AZ college and career readiness standards) at the school-wide, small group, and individual student levels. Then, educators continually monitor each student's growth in these competencies by analyzing data to decide how to apply targeted evidence-based instructional practices and interventions in collaboration with other educators, service providers, students, and families.

School teams that teach cognitive, interpersonal, and intrapersonal competencies within a multi-tiered system of supports enable each student to access the supports and instruction he or she needs to become a career-equipped, life-long learner who is socially and emotionally engaged.

More Information

For more detailed information on the College and Career Readiness Framework used in STMP/CCRTT, watch the video available at:
http://youtu.be/Ev8qy1TzlyI

Outcomes of the Project

The overall purpose of the work is to equip high school professionals with the tools to expand students' career and college readiness (CCR) competencies through data-based decision making, multi-tiered instruction and interventions, and collaboration. Through a hybrid model of online and face-to-face trainings spanning three years, school teams integrate the competencies into the school culture by implementing evidence-based instruction, assessment, and collaborative systems. This multi-year, school-wide approach ensures optimal effectiveness and sustainability. The framework produces a number of outcomes ranging from short- to long-term, as listed below.

Outcomes: Implementation (Year 1)

- ***A strong team*** consisting of all school staff that collaborates on a regular basis to promote positive post-school outcomes.
- ***A comprehensive understanding of proven strategies*** that have been successful in developing students' interpersonal competencies (e.g., leadership qualities and assertive communication skills), cognitive competencies (e.g., problem-solving and creative thinking), and intrapersonal competencies (e.g., self-monitoring and grit skills).
- ***Knowledge of effective methods*** for the implementation of evidence-based college and career readiness (CCR) implementation elements (i.e., data-based decision making, multi-tiered supports, and collaboration).
- ***Ability to use multiple data sources*** (e.g., least restrictive environment/demographic data, academic data, graduation rates, post-school outcome data, and dropout rates) to make decisions at the student, classroom, and school-wide levels.
- ***Ability to collaboratively develop and self-monitor team*** action planning activities that promote student competencies.
- ***Use of multi-tiered instructional practices*** and interventions to improve college and career readiness.

Overview

Outcomes: Implementation (Year 2)

- ***Increase in tiered supports*** promoting college and career readiness competencies.
- ***Increased collaboration with community stakeholders*** (e.g., families, disability-related agencies, and community service providers) to promote positive post-school outcomes.
- ***Improved use of assistive technology*** to support the development of student competencies.
- ***Increase in family involvement and support*** for college and career readiness.
- ***Increase in school-wide implementation*** of the college and career readiness framework (i.e., development of students' interpersonal, intrapersonal, and cognitive competencies; use of data-based decision making; use of multi-tiered instructional practices and interventions; and collaboration).

Outcomes: Sustainability (Years 3-5)

- ***Improved post-school outcomes*** in postsecondary education and employment.
- ***Improved*** graduation rate.
- ***Decreased*** dropout rate.
- ***Improved*** academic achievement.

This report focuses on the short-term and intermediate outcomes that are evident within Year 1 and Year 2 of the project, as additional years of data are necessary to examine long-term outcomes. In addition, while a measure of school-wide implementation of the college and career readiness framework was developed and piloted with the 2013-2015 cohort (see pages19-21) this report does not include data on students' college and career competencies, for which a measure is still being developed.

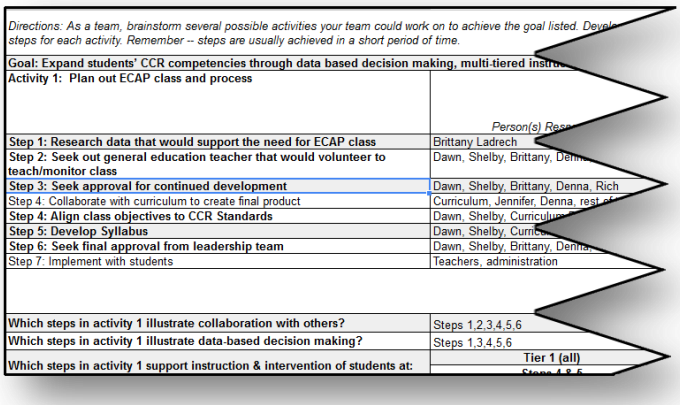
In 2013-2014, ADE/ESS and the University of Kansas Center for Research on Learning partnered to provide training to interdisciplinary teams across the state of Arizona in an effort to improve educational achievement and post-school outcomes. To support teams in the development and continuation of improvement initiatives, project staff taught the teams strategies for collaborating within their team as well as with other school staff, community members, students, and families. They also coached teams on processes for using data to guide improvement initiatives and provided instructions for implementing systems of support for all students based on their levels of need.

During this year, teams from two cohorts (2012-2014 cohort and 2013-2015 cohort) attended three two-day trainings where they were introduced to the College and Career Readiness framework. Participants received in-depth information on multi-tiered systems of support, collaboration, and data-based decision making and applied these skills through activities, discussions, and planning. They were also introduced to a number of cognitive, interpersonal, and intrapersonal competencies as well as strategies for assessing and supporting these competencies with students in every tier. The following is a summary of additional training components.

Overview

Teaming, Collaboration, and Action Planning

Teams learned a variety of strategies for successful teaming and were encouraged to utilize these strategies while participating in training activities. First year teams established a shared vision and team norms while second year teams were introduced to strategies for sustaining their team's purpose and recruiting new members. Teams also learned how to create effective action plans, which are an integral part of the project.



Directions: As a team, brainstorm several possible activities your team could work on to achieve the goal listed. Develop steps for each activity. Remember -- steps are usually achieved in a short period of time.

Goal: Expand students' CCR competencies through data based decision making, multi-tiered instruc	
Activity 1: Plan out ECAP class and process	*Person(s) Res*
Step 1: Research data that would support the need for ECAP class	Brittany Ladrech
Step 2: Seek out general education teacher that would volunteer to teach/monitor class	Dawn, Shelby, Brittany, Denn
Step 3: Seek approval for continued development	Dawn, Shelby, Brittany, Denna, Rich
Step 4: Collaborate with curriculum to create final product	Curriculum, Jennifer, Denna, rest of
Step 4: Align class objectives to CCR Standards	Dawn, Shelby, Curriculum
Step 5: Develop Syllabus	Dawn, Shelby, Curric
Step 6: Seek final approval from leadership team	Dawn, Shelby, Brittany, Denn
Step 7: Implement with students	Teachers, administration
Which steps in activity 1 illustrate collaboration with others?	Steps 1,2,3,4,5,6
Which steps in activity 1 illustrate data-based decision making?	Steps 1,3,4,5,6
Which steps in activity 1 support instruction & intervention of students at:	**Tier 1 (all)**

Data-Based Decision Making

Both Year 1 and Year 2 cohorts participated in data digs, during which teams examined data reports created by project staff containing data on their district and/or school(s) (e.g., demographic data, attendance data, graduation and dropout rates, achievement data, behavior and discipline data, least restrictive environment data, and post-school outcomes data). During this time, teams were taught strategies for examining data, using data to identify areas of need, and effectively prioritizing their efforts.

Role-Alike Discussions

At several trainings, participants broke out into groups based on their professional role (e.g., special or general educator, administrator, counselor, or career and technical educator) and participated in discussions to gain insight from others in their specific field. These discussion groups focused on questions relevant to the overarching topics of the project. For example, discussions focused on the meaning and importance of college and career readiness, using assessments with students, sharing assessment information with others, and goal setting and post-secondary planning.

Overview

Guest Speakers & Related Content

A variety of guest speakers from across the state of Arizona were invited to bring their expertise to trainings in ways that related to the College and Career Readiness Framework. These included representatives from ADE who shared a variety of state-level resources available to educators as well as outside experts and agency representatives (e.g., Dr. Charlotte Alverson (STEPSS), Not My Kid Anti-Bullying Organization, Department of Developmental Disabilities, Vocational Rehabilitation, and Dr. Sue Wolff (Executive Functions).

ArizonaTransition.org

The project website serves multiple purposes. As well as including information about the project and links to multiple state and national resources, the website also serves as a central location for teams to access training-related materials. Each cohort has their own page, where participants can find links to register for trainings, book their hotel rooms, and complete post-training evaluations. They can also access materials presented at each session, including presentations and supplemental materials. From their cohort page, teams can access their action plans, both during the trainings and between sessions, as well as cohort directory to encourage cross-team collaboration.

STMP/CCRTT Teams

2014-2016 Cohort

Cave Creek USD
Cactus Shadows High School
www.ccusd93.org

Colorado City USD
El Capitan Public School
www.elcap.us

Partnership with Parents
Desert Heights Prep. Academy
www.desertheightsprep.org

Florence USD
www.fusdaz.org

Gilbert USD
www.gilbertschools.net

Globe USD
Globe High School
www.globeschools.org

Higley USD
Higley High School
www.husd.org

Holbrook USD
Holbrook High School
www.holbrook.k12.az.us

J.O. Combs USD
www.jocombs.org

Lake Havasu USD
Lake Havasu High School
www.havasu.k12.az.us

Peoria USD
Raymond S. Kellis High School
Sunrise Mountain High School
www.peoriaud.k12.az.us

Tucson USD
Sahuaro High School
www.tusd.k12.az.us

Yuma Union HS District
Kofa High School
Yuma High School
www.yumaunion.org

2013-2015 Cohort

Career Development, Inc.
www.naacharter.org

Douglas USD
Douglas High School
www.dusd.k12.az.us

Fort Thomas School District
Fort Thomas Jr./Sr. High School
www.ftthomas.k12.az.us

Heber-Overgaard USD
Mogollon High School
www.heberovergaardschools.org

Kayenta USD
Monument Valley High School
www.kayenta.k12.az.us

Peoria USD
Centennial High School
Cactus High School
Ironwood High School
www.peoriaud.k12.az.us

Skyline Schools, Inc.
www.skylineschools.com

Tempe Union HS District
Tempe High School
www.tuhsd.k12.az.us

Vail USD
Cienega High School
www.vail.k12.az.us

Winslow USD
Winslow High School
www.wusd1.org

Yuma Union HS District
Cibola High School
Gila Ridge High School
www.yumaunion.org

2012-2014 Cohort

ASU Preparatory Academy
asuprep.asu.edu

Cave Creek USD
Cactus Shadows High School
www.ccusd93.org

Colorado River Union HS District
Mohave High School
www.coloradoriverschools.org

Coolidge USD
www.coolidgeschools.org

Ganado USD
Ganado High School
www.ganado.k12.az.us

Gilbert USD
Gilbert High School
www.gilbertschools.net

Peoria USD
Liberty High School
Peoria High School
www.peoriaud.k12.az.us

Phoenix Union HS District
Central High School
www.phxhs.k12.az.us

Piñon USD
Piñon High School
www.pusdatsa.org

Sierra Vista USD
Buena High School
www.svusd68.org

Tucson USD
Cholla High School
Pueblo High School
www.tusd1.org

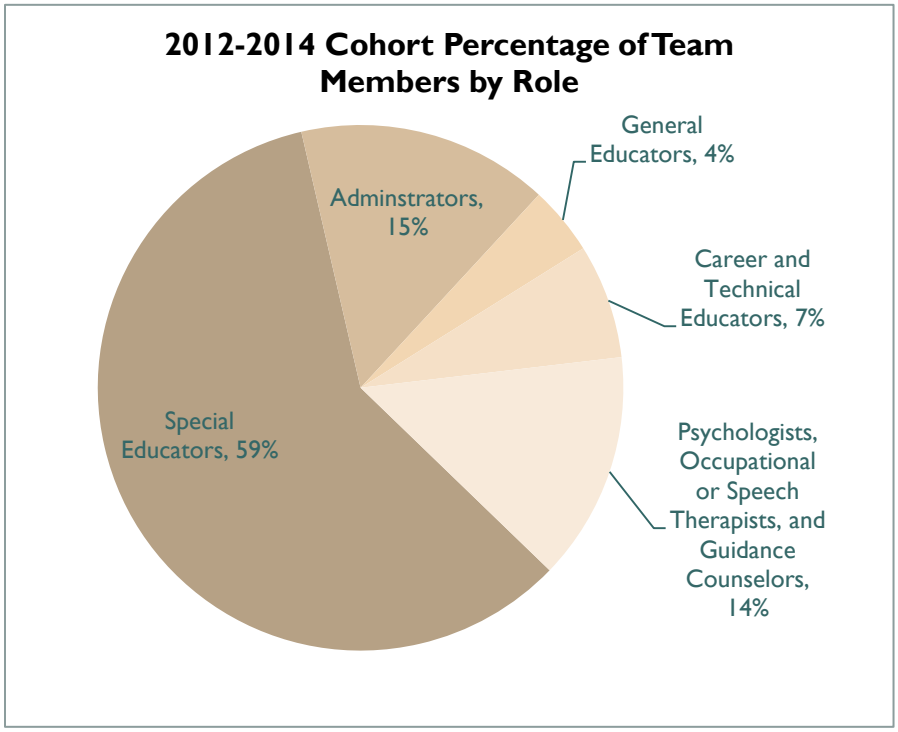
Yuma Union HS District
Kofa High School
San Luis High School
www.yumaunion.org

STMP/CCRTT Teams

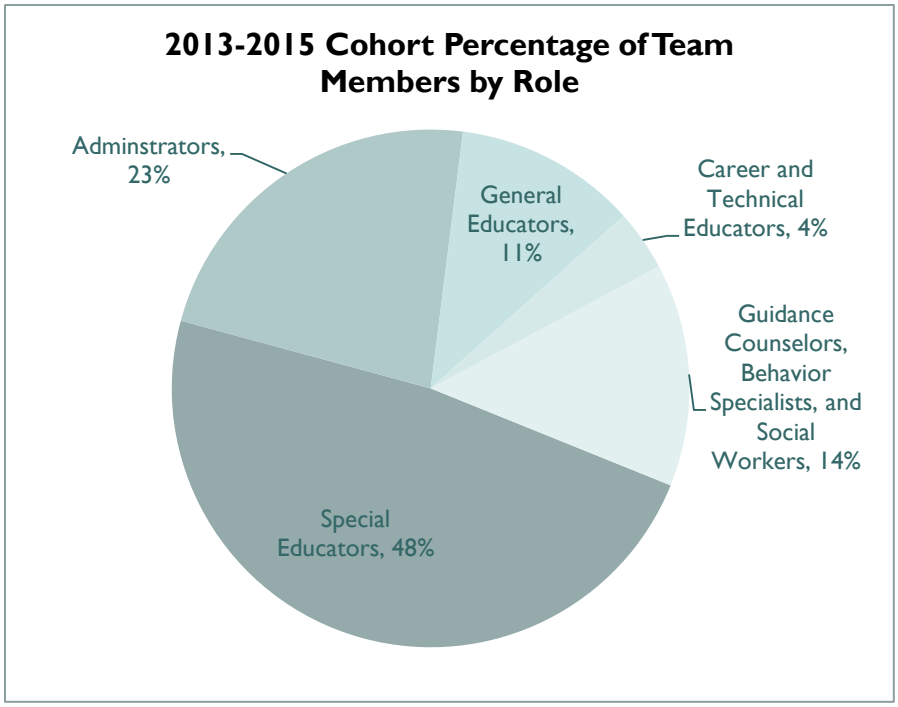
STMP/CCRTT Teams

Demographics

A total of 71 individual participants from the 2012-2014 cohort attended trainings during the 2013-2014 year. Over half of these participants were special educators. School psychologists, occupational and speech therapists, and guidance counselors were also represented alongside administrators, career and technical educators, and general educators.

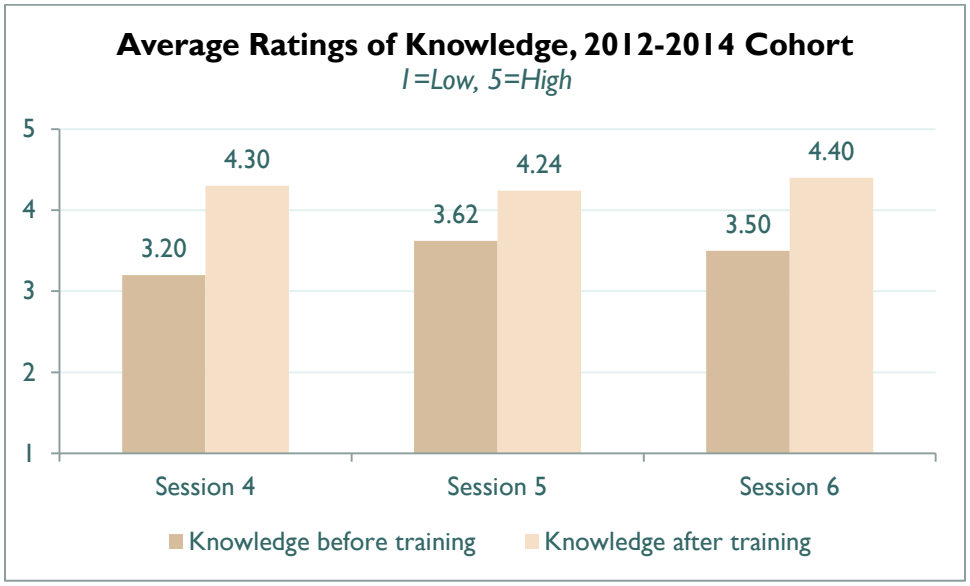


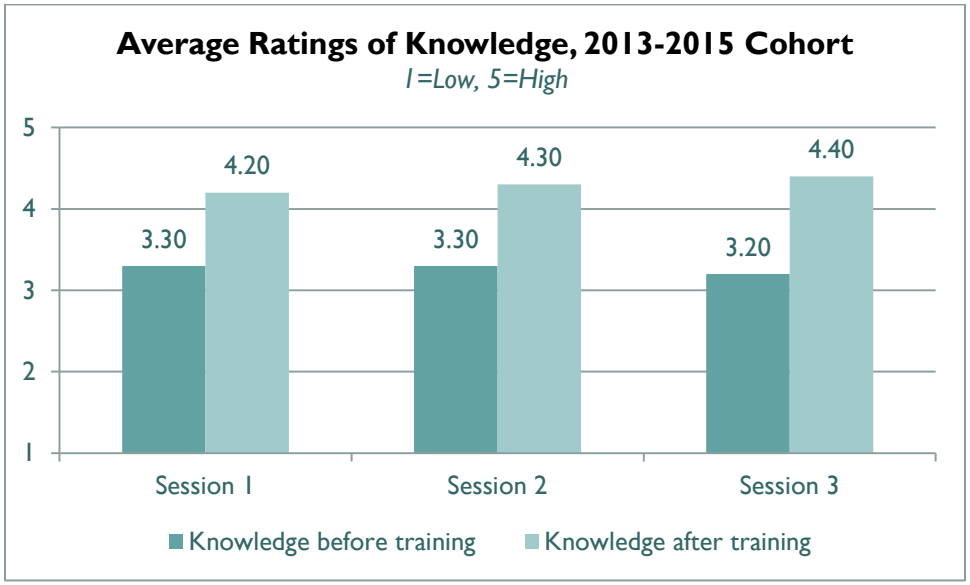
The 2013-2015 cohort had a total of 79 individual participants at trainings, with slightly less than half of these being special educators. Guidance counselors, behavior specialists, and social workers were also represented along with general educators, administrators, and career and technical educators. The shift in demographics between second and first year teams reflects the new interdisciplinary focus.



Training Evaluation

Following each training, participants in both cohorts were asked to complete an online evaluation. In addition to collecting demographic information on participants, the evaluation asked respondents to judge their knowledge of the topics covered before and after the training (1 = low, 5 = high), as well as, the quality of the presenters and the content (1 = poor, 5 = excellent). The following charts display the average ratings of knowledge before and after each training for both cohorts.





Training Evaluation

For each training, different activities and presentations have been consolidated into three main topical areas: (1)implementation elements, which involved content and activities related to collaboration, multi-tiered instruction and intervention, and data-based decision-making; (2) student competencies, which concentrated on developing students' interpersonal, intrapersonal, and cognitive competencies; and (3) guest and state-level speakers and related content, which covered topics such as executive functioning, financial literacy, and available resources related to transition, post-school outcomes and college and career readiness through the Arizona Department of Education. The following table represents the average ratings for each topical area on a scale of 1 through 5, with 1 = poor and 5 = excellent. It also includes participants' average ratings of their overall satisfaction with the session. The ratings represent the following reactions: 1 = poor, 2 = needs improvement, 3 = average, 4 = above average, and 5 = outstanding.

	12-14 Session 4 Sept. 10-11	12-14 Session 5 Jan. 14-15	12-14 Session 6 Mar. 4-5
Guest & State-Level Speakers & Related Content	4.50	4.10	3.80
Implementation Elements	4.30	4.18	4.03
Student Competencies	4.60	4.20	--*
Overall Satisfaction	4.40	4.12	4.00
Number of Responses	**59**	**50**	**48**

**Content on student competencies was not provided during these dates given that it was this cohort's final training session.*

	13-15 Session 1 Nov. 5-6	13-15 Session 2 Feb. 4-5	13-15 Session 3 Apr. 29-30
Guest & State-Level Speakers & Related Content	4.20	4.40	4.45
Implementation Elements	4.38	4.27	4.13
Student Competencies	4.30	4.40	4.30
Overall Satisfaction	4.40	4.20	4.40
Number of Responses	**53**	**63**	**53**

Team Accomplishments

2012-2014 Cohort

At their final training in Tempe, AZ, STMP/CCR teams shared their accomplishments over the two years of their involvement in the project. Several teams achieved or nearly achieved 100% compliance on Indicator 13, with some noting their success despite having experienced turnover during the two years.

Most commonly, teams expanded or created events and opportunities for students with and without disabilities. These included improved career fairs or career nights that aimed to increase access to *all* students (rather than a traditional fair just for students with disabilities), transition and career planning classes, and expanded job experiences for students. One team worked with a group of students in the career and technical education (including general education students) and special education programs to write a grant for a building maintenance work experience program. These students plan to present their work at next year's Arizona Transition Conference.

Teams also increased focus and collaboration within their schools. Many teams stated that they had opened up communication between various departments that were previously operating in isolation such as counseling staff, career and technical education, general education, and special education. Teams accomplished this with support from the administration by sharing information with colleagues and parents at meetings, through establishing professional learning communities, and through disseminating resources and information. Teams also stated that they felt that after the trainings, more teachers were in favor of MTSS implementation. One team also stated they felt that they had increased their capacity to monitor their students' post-school outcomes.

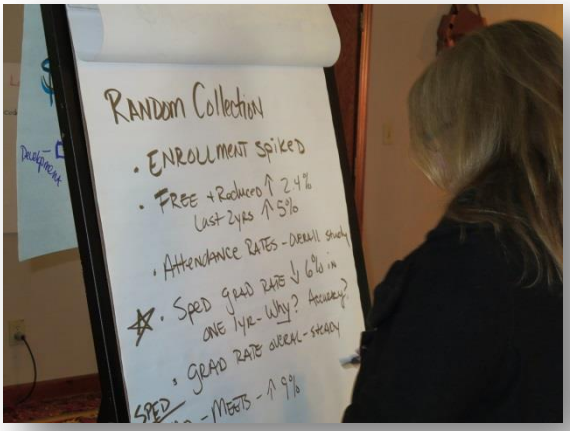
Teams increased access to opportunities for exploring post-secondary options and practicing job-related skills which greatly benefited students. Several teams also stated that they felt that students were more involved in programs, more focused on post-school planning, and more engaged in their Individualized Education Program process.

Team Accomplishments

2013-2015 Cohort

At their second training in Tempe, AZ, the 2013-2015 cohort reported out on the progress they had made toward their goals as well as on some of the challenges they had encountered in trying to implement various activities.

To support the development of students' CCR competencies, teams undertook a wide variety of activities. These activities included building lesson plans to support intrapersonal skills in Read180 classes, forming clubs that would help students to develop intra- and interpersonal skills, and helping students in developing student-led ventures. Increasing collaboration was also a common goal among teams. Many teams were coordinating efforts between different departments to create a school-wide curriculum that would help students to develop CCR competencies. Meanwhile, some teams were collaborating with other schools within their district to gain insight into the success of their programs. The teams organized professional development opportunities for teachers and families and also contacted outside agencies to help support their students.



Some schools participated in activities to help them use data more effectively. These schools were planning to receive training on preexisting data systems that would help them monitor data related to the CCR competencies, such as behavioral and attendance data. Other teams administered surveys directly related to the competencies and were working on interpreting their data to help support their students. Some teams were also focusing on how they could more efficiently and completely gather data on their graduates after they left school by developing exit forms and surveys.

Many established school-wide vision for supporting college and career readiness for all students. Teams accomplished this by communicating with administration, administering surveys to school staff, and trying to align goals across departments. Some teams mentioned that they experienced some difficulty gaining administrative buy-in; this stood in the way of successfully completing some of their planned activities. However, many teams stated that they were able to garner support from their administration and other departments. Coordinating between departments and among team members was also cited as a challenge. Some teams were working to diminish the amount of work that was duplicated between departments (i.e., between the Education and Career Action Plan or ECAP and the IEP).

Team Accomplishments

At their third session, the 2013-2015 cohort once again reported on their progress and accomplishments. A few teams were continuing the activities that they had reported on during their second session. These activities included developing their student-led ventures and improving their exit surveys for seniors. Many teams held events related to transition and college and career readiness for students and their families, while others were planning events for the future. Some of these events included transition fairs, which hosted adult service providers and agency representatives, and college nights, which consisted of workshops for students and their families to complete the FAFSA. To improve interpersonal skills for students who needed additional support (tier 2) and individualized support (tier 3), some teams hosted career fairs during which students could engage in practice interviews. Other teams organized field trips for students to career expos and local colleges and universities.

Teams increased access to career experiences within their schools. Some teams continued to work on student-led ventures they had started planning during session two, while other teams expanded pre-existing opportunities for their students or began developing new programs. Some of these opportunities included student-led print and coffee shops and new classes for practicing job readiness skills such as mock interviews and resume workshops.

Some teams held professional development events for their teachers, while others were still planning them. Having recognized the need for accommodations and modifications for students with disabilities, one team held a discussion with teachers throughout their school. This team also held a discussion on MTSS during the same in-service day. Other teams had hosted presentations from ADE on Indicator 13 or had given presentations themselves on the College and Career Readiness framework.

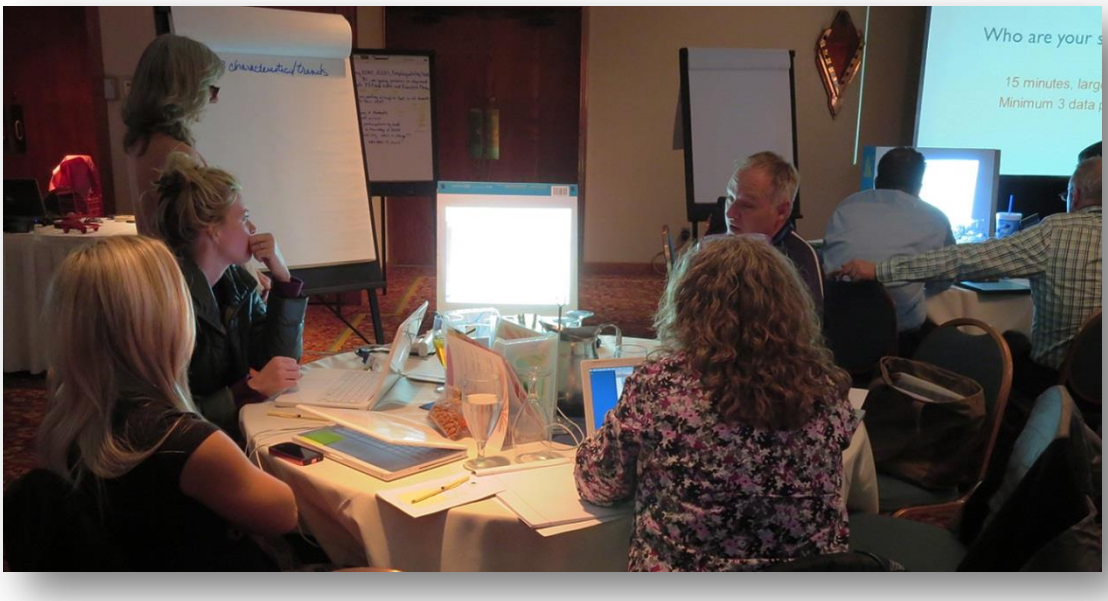
Certain teams improved the post-school planning process for students with and without disabilities. One team created a survey to clarify students' knowledge about ECAP and their experiences during the planning process. Some teams worked with

Team Accomplishments

their administration to schedule time specifically for students to work on planning. One team did this through establishing a required ECAP class for all freshman students, while other teams designated time for juniors and seniors to work on "capstone projects," which included work on their ECAP and their articulation of goals for life after high school. One team made a slight change to their IEP meetings so that they now review the Transition Plan at the beginning of the meeting rather at the end in order to ensure that everyone in attendance hears that portion of the IEP.

A few teams improved identification of individual students' needs and assign them to appropriate interventions. For example, one team had assigned students to take career and life skills elective courses based on the results of a screening process. Another team purchased the Transition Behavior Scale to begin gathering information on work-related skills, interpersonal relations, and social expectations. They planned to use the results to inform transition planning in students' IEPs and had begun using the scale with students with emotional behavioral disorders by identifying their needs in these areas.

During both sessions, the most commonly cited barrier for teams was a lack of time and resources. Teams sometimes struggled to find time to meet with their administrators or colleagues, as well as with each other. Teams were also challenged by the lack of resources for programs or activities. Lastly, a few teams stated that they struggled with student involvement. For example, it was difficult for one team to get in contact with graduates who had moved while they were conducting a survey, while another team struggled with including certain students in the ECAP process. Other teams said that they had found that students did not fully understand the purpose of the ECAP.



Team Fidelity Results

2012-2014 Cohort

To measure fidelity, teams were asked to complete a checklist containing 26 items relating to key elements of the College and Career Readiness framework. During their final session, 11 out of 14 teams in the 2012-14 cohort completed the checklist. The table below shows the percentage of teams that identified each element as being in place. Teams had clearly established a shared vision. They worked collaboratively to identify their needs through the effective use of data and to develop goals and activities that would address these needs. These goals and activities were integrated into an action plan that was updated quarterly. 10 out of 11 teams reported that they systematically shared information with educators, administrators, and stakeholders, and that they implemented multi-tiered interventions in an effort to develop students' cognitive and interpersonal skills. However, only six out of 11 teams reported that district leadership was familiar with the contents of their action plans or that all team members were able to attend each training, while less than half of the teams reported that they were able to meet monthly. These numbers reflect the barriers that were identified by teams during their report-outs and are addressed in many of the teams' stated goals to gain greater buy-in from administration and other stakeholders.

Key Element	% Yes in place
CCR Core Team is established and includes critical representation from school (e.g., instructional staff [both special and general educators], administrator or designee, guidance counselors, and Career Technical Educator).	73%
CCR Core Team has a clear vision; everyone understands purpose for existence.	100%
CCR Core Team collaboratively reflects on areas of need identified through data and develops time-limited goals and activities to address needs.	100%
CCR Core Team meets monthly at a minimum (preferably bi-weekly).	45%
During CCR Core Team meetings, meeting roles are defined and used (i.e. facilitator, note keeper, time keeper).	64%
During CCR Core Team meetings, team norms or ground rules have been established and are adhered to. Rules include accountability for non-adherence.	73%
During CCR Core Team meetings, meeting structure (i.e. agenda and timing) is established and followed.	82%
During CCR Core Team meetings, an organizational system for tracking meeting notes, materials, and data is always used. All members understand organization and can access materials at any time.	82%
CCR Core Team members continually develop interagency relationships to support college and career readiness for all students.	82%

Team Fidelity Results

Key Element	% Yes in place
CCR Core Team systematically shares information with educators, administrators, and stakeholders.	91%
CCR Core Team administers College and Career Readiness online survey to all instructional staff one time per year as instructed.	36%
CCR Core Team collaborates to widely collect post-school outcomes information annually (Indicator 14).	64%
CCR Core Team implements multi-tiered interventions to develop students' cognitive skills.	91%
CCR Core Team implements multi-tiered interventions to develop students' interpersonal skills.	91%
CCR Core Team implements multi-tiered interventions to develop students' intrapersonal skills.	82%
CCR core Team collaboratively develops and implements an action plan that addresses the prioritized needs.	100%
District leadership is familiar with the contents of the action plan.	55%
CCR Core Team regularly reflects and evaluates team's adherence to action plans, progress toward full operation, and results.	82%
CCR Core Team uses data (e.g., students, school, and state data; instructional staff survey results) to target areas still in need of improvement.	100%
A process for reaching a team decision (i.e. consensus or majority vote) has been adopted and is implemented at meetings.	82%
CCR Core Team members have equal voice when planning team activities.	91%
The CCR Core Team action plan is updated at least quarterly as a living document.	100%
A process is in plan to welcome new members to the team.	73%
CCR Core Team celebrates success as a team and contributions of members are recognized.	82%
All CCR Core Team members attend the Arizona Transition Conference.	82%
All CCR Core Team members attend required AZ CCR Team Trainings occurring to date (i.e., Fall, Winter and Spring two-day trainings).	55%

2013-2015 Cohort

To ensure that each team is implementing the process with fidelity, an interview protocol addressing many of the items listed above will be used next year with both the 2013-2015 and the 2014-2016 cohort. Interviews will provide more detailed information on implementation and serve as a tool for team reflection as well as for project evaluation.

Indicators of College and Career Readiness: School Scale Results

Between their second and third training sessions, team leads from the 2013-2015 cohort were asked to share a link to complete the *Indicators of College and Career Readiness Implementation: School Scale* with administrators and educators within their school(s). The *Scale* was conceptualized as a measure of school-wide implementation of the College and Career Readiness Framework, and supports teams as they plan for continued and improved implementation of college and career readiness in data-based decision making, multi-tiered instruction and interventions, and effective collaboration. The measure was designed to be beneficial for teams as a self-assessment of implementation strengths and areas for improvement. It also provides a school-wide perspective of implementation, taking into account the perceptions of all instructional staff not just those of team members.

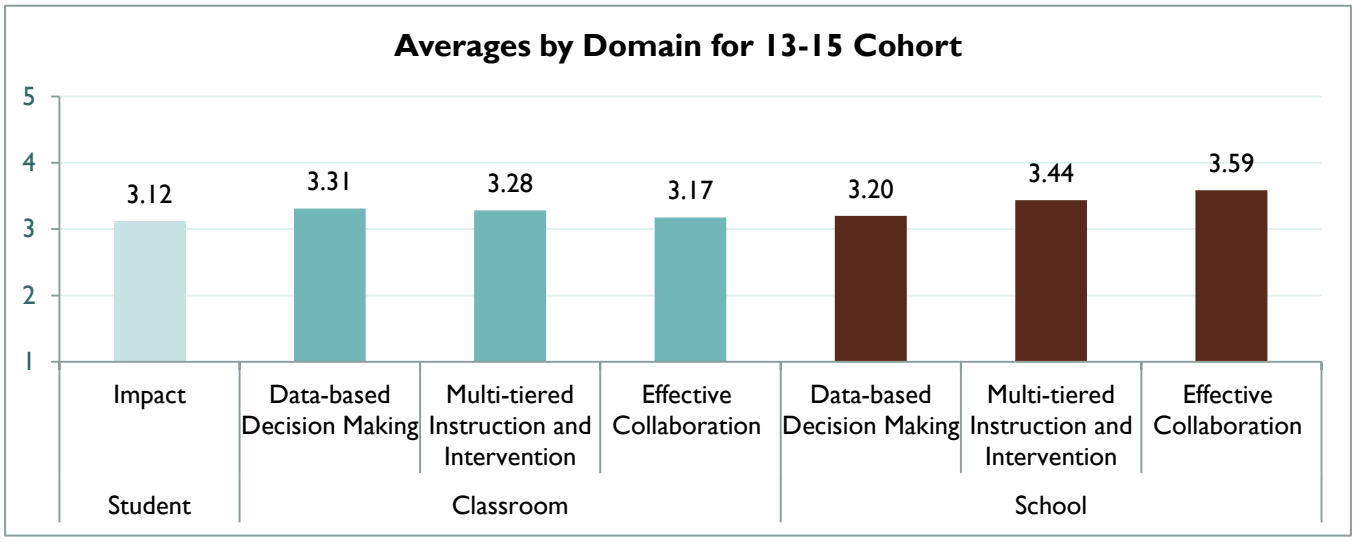
255 educators from 15 schools completed this 60-item survey. The range of responses from each school varied widely, from only two responses from small charter schools, to 51 responses from large, urban schools. At their last session, each team was given a school report with the average response to each of the 60 indicators included in the scale. Using the reports as a basis for their discussion, teams identified areas of strength and need within the domains at each level. The following chart shows the averages by domain for the 13-15 cohort, which illustrates mid-range implementation in each domain at each level, with slightly higher implementation of school-wide collaboration and slightly lower average student impact.

When asked
What did you learn from taking the survey?
teams said:

"We are in agreement with items of importance."

"Teachers lack perception of what is occurring in the whole school."

"Our strengths and weaknesses gave us very specific direction on areas of focus."



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Given the wide range in the number of responses, the table below illustrates the highest and lowest school average from the 2013-2015 cohort, excluding those schools who had fewer than 5 responses. This illustrates the gap between higher- and lower-performing schools within the cohort, although it is clear that even high-performing schools still require improved implementation in certain areas during their first year of participation in the project.

	Student	Classroom			School		
	Impact	DBDM	MTII	EC	DBDM	MTII	EC
Lowest School Average	2.63	2.67	3.06	3.04	2.55	3.25	3.11
Highest School Average	3.55	3.58	3.83	3.4	3.47	3.94	4.02

After receiving copies of their school reports, teams were led through a reflection process with guided question. Each team identified strengths and areas from improvement within each domain. The following are examples of strengths identified in each domain area.

- **Data-based Decision Making**
  - Students' academic, behavioral, career assessment, and post-school outcome data is available to me in a usable and understandable format. *(Indicator 39 – School-wide)*
  - Within [interventions for students that display risk factors for dropping out of school], students' progress is consistently monitored. *(Indicator 42 – School-wide)*
  - Curriculum is aligned to college and career readiness standards, and supports (tutoring, remedial courses) are matched to students' needs to keep them on track for graduation. (*Indicators 49, 44 – School-wide)*
- **Multi-tiered instruction and Interventions**
  - I teach my students effective learning strategies that they can apply across content areas. *(Indicator 24 – Classroom)*
  - Within my courses/instruction, students apply their learning to their careers of interest. *(Indicator 29 – Classroom)*
  - Within my courses/instruction, students apply their learning to adult life concepts (e.g., finances, transportation, physical and mental health). *(Indicator 30 – Classroom)*
- **Effective Collaboration**
  - Educators at my school regularly participate in professional development to continuously build their skills in engaging all students. *(Indicator 55 – School-wide)*
  - Administrators are committed to implementing evidence-based instructional practices that support college and career readiness. *(Indicator 53 – School-wide)*
  - Partnerships are in place between the school and post-secondary institutions (e.g., college, vocational-technical schools) to enhance opportunities for students. *(Indicator 58 – School-wide)*
  - All families are provided with resources/information to support college and career planning. *(Indicator 60 – School-wide)*

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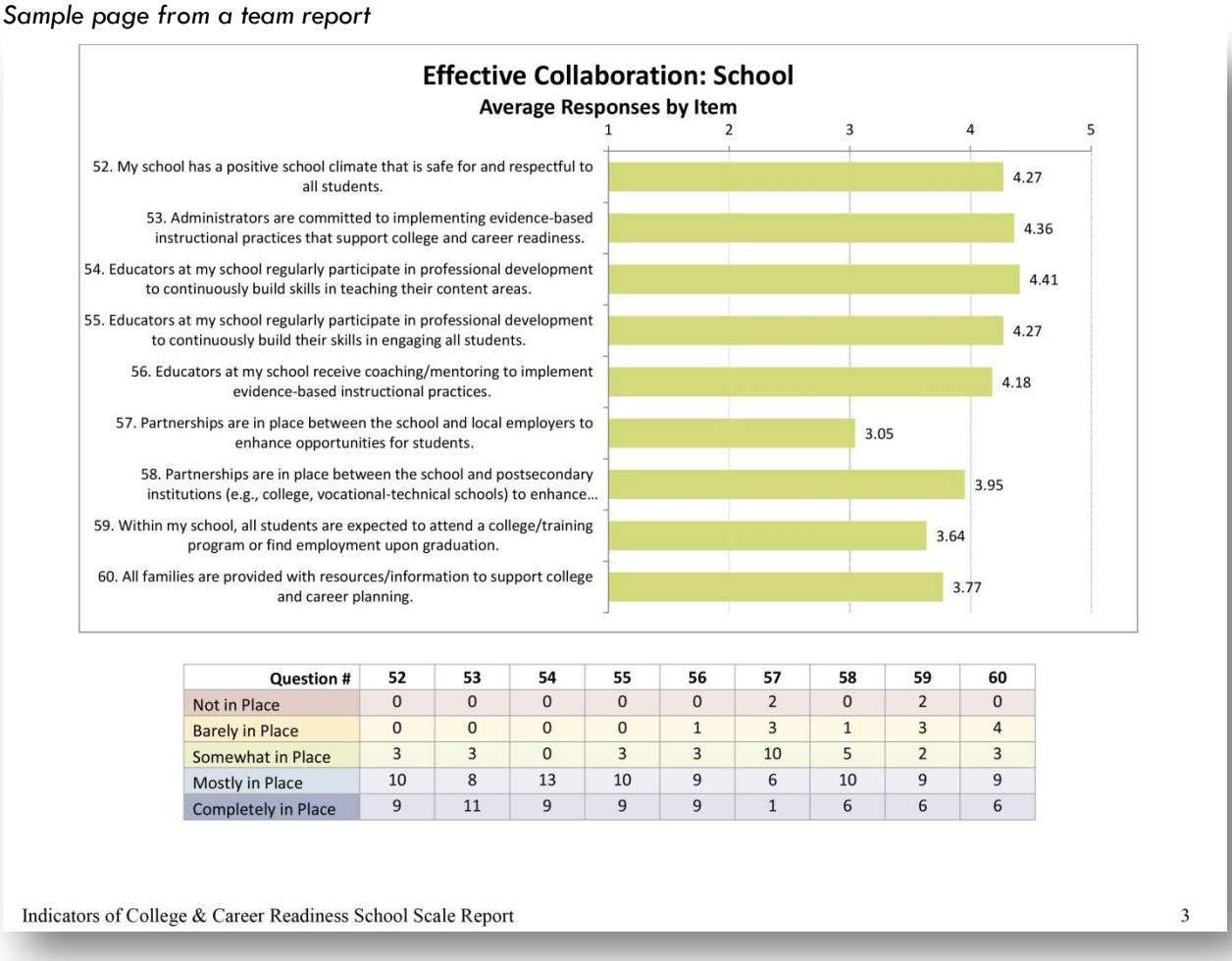
After identifying areas for improvement, teams were asked where they should focus their energy given their limited time and resources. Teams who identified the need to increase their students' participation in school-sponsored work-based learning experiences such as internships, work-study, or job shadowing *(Indicator 13 – Student Impact)* planned to increase the number of available internships by reaching out to employers in their communities. Another team planned to increase their collaboration with guidance counselors to better assign students into appropriate interventions *(Indicator 41 – School-wide Data-based Decision Making)*. Many other teams planned to put an early warning system in place to identify students who might be at risk for dropping out of high school *(Indicator 40 – School-wide Data-based Decision Making)* while others planned to focus on developing specific student competencies such as time management *(Indicator 9 – Student Impact)* and goal-setting *(Indicator 3 – Student Impact).* While they do not encompass the entirety of teams' discussion, these examples illustrate how teams were able to use the survey to guide their improvement efforts.

Sample page from a team report

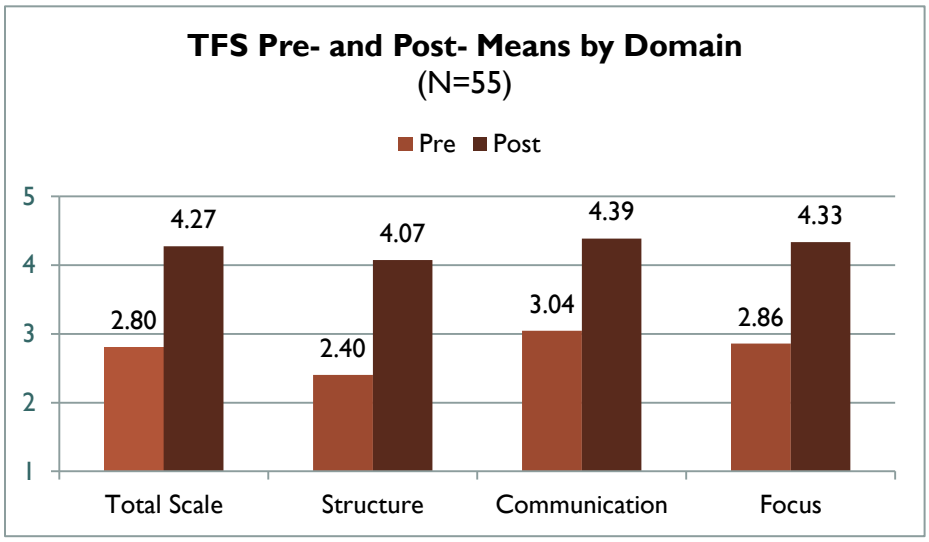


Question #	52	53	54	55	56	57	58	59	60
Not in Place	0	0	0	0	0	2	0	2	0
Barely in Place	0	0	0	0	1	3	1	3	4
Somewhat in Place	3	3	0	3	3	10	5	2	3
Mostly in Place	10	8	13	10	9	6	10	9	9
Completely in Place	9	11	9	9	9	1	6	6	6

Indicators of College & Career Readiness School Scale Report 3

Team Functioning Results

During their final session of 2013-2014, 56 participants from the 2013-2015 cohort completed the Team Functioning Scale (TFS). Participants rated each of 17 items on a five-point Likert scale that displayed exemplary and non-exemplary characteristics of highly functioning teams. The overall TFS mean before the session was 2.8; this increased to 4.3 after the session. For both the pre- and post-session administrations, the lowest scoring domain was Structure and the highest scoring domain was Communication. However, all three domains showed increases from pre- to post-session. The greatest gains occurred in the Structure domain, where the mean increased from 2.4 to 4.1, resulting in a difference of 1.7 points. The Communication domain increased from a mean of 3.0 to 4.4, and the Focus domain increased from a mean of 2.9 to 4.3.



The following table displays the "pre" and "post" averages for each item with the Structure, Communication, and Focus domains, and also shows the difference prior to and following the professional development.

	Team Functioning Scale Item Means	N	PRE	POST	DIFF
S1	Multiple meeting roles assigned prior to meeting	56	2.2	4.4	2.2
S2	Meeting starts and ends on time as scheduled	56	2.6	4.1	1.6
S3	Nearly all team members attend regularly	56	2.7	4.2	1.6
S4	Agenda developed and available prior to meeting	56	2.4	4.0	1.6
S5	Minutes/notes taken during meeting and distributed after meeting	56	2.2	3.7	1.4
C6	High level of engagement from all team members	56	2.4	4.2	1.8
C7	Discussions stay on track; no sidebar conversations	56	2.6	4.1	1.5

Team Functioning Results

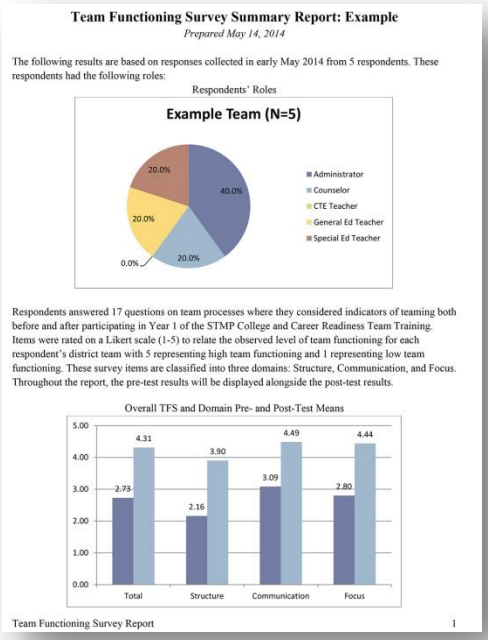
	Team Functioning Scale Item Means	N	PRE	POST	DIFF
C8	Team members communicate effectively	55	3.2	4.6	1.4
C9	Disagreements/conflicts are addressed	55	3.4	4.5	1.1
C10	Members value each other's roles and contributions	55	3.5	4.6	1.1
C11	All viewpoints shared; given adequate time prior to decision-making	55	3.2	4.4	1.2
C12	Shared decision-making with balanced influence of team members	55	3.0	4.4	1.4
F13	Meeting has a clear purpose, communicated in advance	55	2.8	4.5	1.6
F14	Data drives decision-making	55	2.9	4.2	1.3
F15	Status of action items from last meeting reviewed	55	2.8	4.2	1.4
F16	Clear action items	55	3.0	4.4	1.4
F17	Meetings are productive; continual progress focused on purpose	55	2.7	4.5	1.8

Before the professional development session, the item with the highest mean within the Structure domain was “nearly all team members attend regularly” (S3) at 2.7. The Structure domain items with the lowest means (2.2) were “multiple meeting roles assigned prior to meeting” (S1) and “minutes/notes taken during meeting and distributed after meeting” (S5). This remained the item with the lowest mean rating after the session, and also showed the least amount of growth from pre- to post-session ratings. This may indicate a need for more teaming exercises and strategies focused on disseminating information to stakeholders. “Multiple meeting roles assigned prior to meeting” (S1) showed the most growth with the highest mean rating of 4.4. This may be attributed to the teaming exercises focusing on establishing roles and norms within your team.

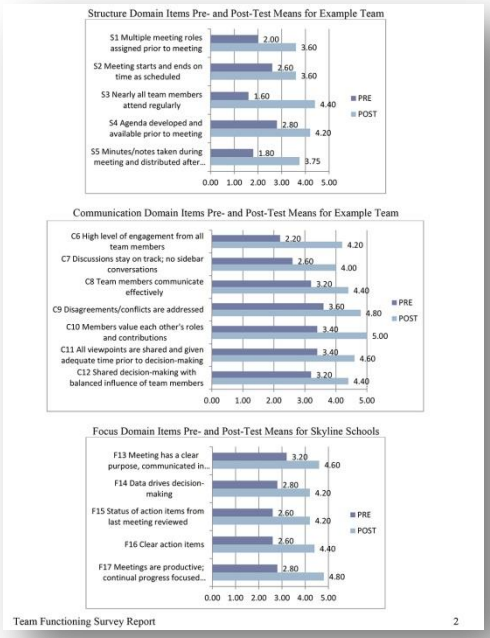
Pre-session scores revealed that the Communication domain item with the highest mean (3.5) was “members value each other’s roles and contribution” (C10); “high level of engagement from all team members” (C6) was the Communication domain item with the lowest mean (2.4). Post-session scores revealed that the Communication domain items with the highest means (4.6) were those related to team members communicating effectively (C8 and C10). The Communication domain item with the lowest mean (4.1) pertained to discussion staying on track (C7). Within the Communication domain, item C6 demonstrated the greatest amount of growth with a mean increase of 1.8, and items C9 and C10 showed the least amount of growth with a mean increase of 1.1. While communication seems strong overall for teams, these results suggest that additional time spent on strategies for directing discussion during meetings would benefit teams’ functioning.

Team Functioning Results

For the Focus domain, before the session, the item with the highest mean (3.0) was having clear action items (F16). The item with the lowest mean (2.7) was that meetings were productive with continual progress and focused on a purpose (F17). After the session, the Focus items with the highest means (4.5) were the meeting having a clear purpose (F13 and F17). Within the Focus domain, item F17 showed the most growth with a mean increase of 1.8, and item F14 showed the least amount of growth with a mean increase of 1.3. While these results illustrate the growth that teams have experienced in communicating and focusing on a shared purpose, it also indicates they may need additional instruction on using data to help inform their decisions.



The cohort-wide results give us some understanding of the strengths and needs of all participants, but the scale was also beneficial at the individual team level. After completing the scale, project staff created summaries of results for each team, such as the example below. Participants were able to use their results to discuss how they have and could continue to improve team functioning. The retroactive form of the scale allowed teams to reflect on what had proven successful in improving their team functioning and what areas they still needed to work on. For example, by identifying items within the Structure domain that needed improvement, teams could implement methods by which they could increase their team functioning. One team who scored particularly low on the items "multiple meeting roles assigned prior to meeting" might establish an online invitation for each meeting that would allow members to assign themselves to a certain role as a way to RSVP for meetings. To improve the distribution of meeting minutes or notes, teams might establish a shared space from which to access minutes, whether it's on a network drive or on an online service such as Google Drive, Wiggio or Basecamp.



Not only did the scale results give teams the opportunity to reflect on areas for improvement, it also gave them the chance understand why these practices were important in achieving their overall goals. For example, improving the structure of meetings (e.g., by taking and disseminating notes) allows them more continuity between meetings and improved coherence for new members or stakeholders.

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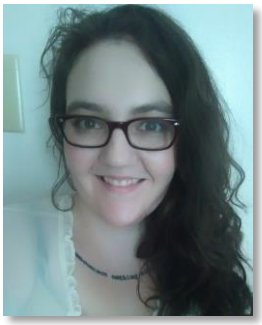

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